

# New York State School Report Card Comprehensive Information Report

BEDS Code: 09-02-01-04-0002  
 Name: Ausable Valley High School  
 Principal: Peter Atchinson

Grade Range : 9-12

## Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	117	0	0
Eighth	122	0	0
Ninth	151	128	128
Tenth	101	108	109
Eleventh	112	108	96
Twelfth	114	121	128
Ungraded Secondary	0	0	0
Total K-12 Enrollment	717	465	461

## Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	3	0.4%	2	0.4%	5	1.1%
Black (Not Hispanic)	7	1.0%	5	1.1%	5	1.1%
Hispanic	2	0.3%	2	0.4%	4	0.9%
White (Not Hispanic)	705	98.3%	456	98.1%	447	97.0%

## Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	16	11	12
Mathematics Grade 8	0	16	14
Science Grade 8	21	0	12
Social Studies Grade 8	19	12	12
English Grade 10	18	19	9
Mathematics Grade 10	11	16	19
Science Grade 10	0	11	12
Social Studies Grade 10	17	19	18

(Form - A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
4	This is a rural school district with high student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

**Student Demographics Used To Determine Similar Schools Group**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	0	0.0%	0	0.0%	0	0.0%
<b>Eligible for Free Lunch</b>	103	14.4%	54	11.6%	51	11.1%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		92.5%		92.4%		91.9%
<b>Student Suspensions</b>	86	11.6%	45	6.3%	38	8.2%

**Student Socioeconomic and Stability Indicators  
(Percent of Enrollment)**

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	6.6%	7.5%	8.2%
<b>Public Assistance</b>	41-50%	41-50%	31-40%
<b>Student Stability</b>	93%	96%	95%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	44
Total Other Professional Staff	8
Total Paraprofessionals	NA
Teaching Out of Certification*	2

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	90	42	47%	85	43	51%	96	44	46%
Students with Disabilities	7	0	0%	10	0	0%	6	1	17%
All Students	97	42	43%	95	43	45%	102	45	44%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	23	59	0	2	17	1
Percent	23%	58%	0%	2%	17%	1%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
6	1	12	18

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	12		14		16	4.1%
	Entered GED Program*	3		3		4	1.0%
	Total Noncompleters	15		17		20	5.1%
Students with Disabilities	Dropped Out	3		5		4	5.6%
	Entered GED Program*	1		2		0	0.0%
	Total Noncompleters	4		7		4	5.6%
All Students	Dropped Out	15	3.1%	19	4.1%	20	4.3%
	Entered GED Program*	4	0.8%	5	1.1%	4	0.9%
	Total Noncompleters	19	4.0%	24	5.2%	24	5.2%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	201	0	0
	Number of Students with Disabilities	38	0	0
	Number of All Students	239	0	0
	Percent of Enrollment	100%	0%	0%
9-12	Number of General-Education Students	386	400	396
	Number of Students with Disabilities	25	65	65
	Number of All Students	411	465	461
	Percent of Enrollment	86%	100%	100%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	32	84%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	40	100%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	5	80%	0	0%
Science	2	#	2	#	0	0%
Reading	0	0%	4	#	0	0%
Writing	0	0%	2	#	0	0%
Global Studies	0	0%	1	#	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	38%	25	80%	14	29%
Science	7	14%	12	75%	15	47%
Reading	11	73%	21	57%	20	40%
Writing	11	55%	24	63%	16	88%
Global Studies	3	#	4	#	5	20%
U.S. Hist & Gov't	1	#	13	8%	9	33%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive English</b>						
Number Tested	108	156	120	10	7	4
Number Scoring 55-100	96	146	115	8	4	#
Number Scoring 65-100	78	132	101	5	3	#
Number Scoring 85-100	25	41	30	0	0	#
Percentage of Tested Scoring 55-100	89%	94%	96%	80%	57%	#
Percentage of Tested Scoring 65-100	72%	85%	84%	50%	43%	#
Percentage of Tested Scoring 85-100	23%	26%	25%	0%	0%	#
<b>Mathematics A</b>						
Number Tested	20	100	117	2	4	9
Number Scoring 55-100	11	88	116	#	#	8
Number Scoring 65-100	7	76	107	#	#	7
Number Scoring 85-100	0	19	27	#	#	0
Percentage of Tested Scoring 55-100	55%	88%	99%	#	#	89%
Percentage of Tested Scoring 65-100	35%	76%	91%	#	#	78%
Percentage of Tested Scoring 85-100	0%	19%	23%	#	#	0%
<b>Mathematics B</b>						
Number Tested	0	0	37	0	0	0
Number Scoring 55-100	0	0	32	0	0	0
Number Scoring 65-100	0	0	22	0	0	0
Number Scoring 85-100	0	0	4	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	86%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	59%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	11%	0%	0%	0%
<b>Global History and Geography</b>						
Number Tested	109	113	119	7	4	10
Number Scoring 55-100	101	106	103	6	#	5
Number Scoring 65-100	81	92	85	4	#	3
Number Scoring 85-100	11	24	27	0	#	0
Percentage of Tested Scoring 55-100	93%	94%	87%	86%	#	50%
Percentage of Tested Scoring 65-100	74%	81%	71%	57%	#	30%
Percentage of Tested Scoring 85-100	10%	21%	23%	0%	#	0%
<b>U.S. History and Government</b>						
Number Tested	110	116	88	8	8	7
Number Scoring 55-100	103	113	77	7	7	3
Number Scoring 65-100	91	102	73	6	6	3
Number Scoring 85-100	21	40	31	1	2	0
Percentage of Tested Scoring 55-100	94%	97%	88%	88%	88%	43%
Percentage of Tested Scoring 65-100	83%	88%	83%	75%	75%	43%
Percentage of Tested Scoring 85-100	19%	34%	35%	12%	25%	0%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Living Environment</b>						
Number Tested	121	95	106	8	6	8
Number Scoring 55-100	119	94	104	8	5	7
Number Scoring 65-100	117	87	96	8	1	4
Number Scoring 85-100	25	18	18	1	0	0
Percentage of Tested Scoring 55-100	98%	99%	98%	100%	83%	88%
Percentage of Tested Scoring 65-100	97%	92%	91%	100%	17%	50%
Percentage of Tested Scoring 85-100	21%	19%	17%	12%	0%	0%
<b>Physical Setting/Earth Science</b>						
Number Tested	92	114	78	1	7	6
Number Scoring 55-100	84	99	71	#	4	4
Number Scoring 65-100	61	85	55	#	4	3
Number Scoring 85-100	10	16	9	#	0	2
Percentage of Tested Scoring 55-100	91%	87%	91%	#	57%	67%
Percentage of Tested Scoring 65-100	66%	75%	71%	#	57%	50%
Percentage of Tested Scoring 85-100	11%	14%	12%	#	0%	33%
<b>Physical Setting/Chemistry</b>						
Number Tested	49	76	61	1	1	0
Number Scoring 55-100	43	64	56	#	#	0
Number Scoring 65-100	29	46	43	#	#	0
Number Scoring 85-100	2	5	6	#	#	0
Percentage of Tested Scoring 55-100	88%	84%	92%	#	#	0%
Percentage of Tested Scoring 65-100	59%	61%	70%	#	#	0%
Percentage of Tested Scoring 85-100	4%	7%	10%	#	#	0%
<b>Physical Setting/Physics</b>						
Number Tested			13			0
Number Scoring 55-100			13			0
Number Scoring 65-100			12			0
Number Scoring 85-100			1			0
Percentage of Tested Scoring 55-100			100%			0%
Percentage of Tested Scoring 65-100			92%			0%
Percentage of Tested Scoring 85-100			8%			0%

\* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Comprehensive French</b>						
Number Tested	19	20	22	0	0	0
Number Scoring 55-100	19	19	22	0	0	0
Number Scoring 65-100	19	18	22	0	0	0
Number Scoring 85-100	3	4	8	0	0	0
Percentage of Tested Scoring 55-100	100%	95%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	90%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	16%	20%	36%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	21	37	29	0	0	0
Number Scoring 55-100	21	36	28	0	0	0
Number Scoring 65-100	19	35	28	0	0	0
Number Scoring 85-100	5	12	9	0	0	0
Percentage of Tested Scoring 55-100	100%	97%	97%	0%	0%	0%
Percentage of Tested Scoring 65-100	90%	95%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	24%	32%	31%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

## Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	56	62	12	1	1	0
Number Scoring 55-100	43	44	4	#	#	0
Number Scoring 65-100	35	34	3	#	#	0
Number Scoring 85-100	11	5	1	#	#	0
Percentage of Tested Scoring 55-100	77%	71%	33%	#	#	0%
Percentage of Tested Scoring 65-100	62%	55%	25%	#	#	0%
Percentage of Tested Scoring 85-100	20%	8%	8%	#	#	0%

## Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	39	100%	18	100%	17	100%
Students with Disabilities	4	#	6	100%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

# New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	0	0	0	0	0	0
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

## 2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	103	103	103	20	20	20	123	123	123
Number Scoring 55–64	6	7	5	2	1	2	8	8	7
Number Scoring 65–84	77	50	64	5	3	6	82	53	70
Number Scoring 85–100	12	38	28	0	2	1	12	40	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)